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ABSTRACT

The Bellevue (Washington) public schools' Spanish immersion program is described and program-related information is provided for parents. The description outlines general program goals and the basic educational assumptions underlying them, briefly chronicles the history of immersion education and of the Bellevue program, enumerates curriculum design features at each grade level (K-5), discusses parent involvement, and describes staffing and administrative policies, including those for teacher substitution, program location, visiting, student responsibility, student evaluation, transportation, and enrollment. A subsequent section offers guidelines to immersion students' parents in the form of commonly-asked questions and their answers. Recent and current research on immersion programs is reviewed briefly. A bibliography and a list of local parent resources are also included. (MSE)

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Bellevue
Spanish Immersion Program

A Handbook for Parents and Staff

Sunset Elementary School
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BELLEVUE PUBLIC SCHOOLS

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Acknowledgment should be given to the following for their assistance in preparation of the immersion program proposal that was unanimously approved by the Board of Directors, Bellevue Public Schools, on February 18, 1986.

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Helena Anderson Curtain, Milwaukee Public Schools - for her patient assistance to our program and her encouragement and sustained support for immersion education.

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PROGRAM DESCRIPTION FOR THE BELLEVUE SPANISH IMMERSION PROGRAM

In this program, English-speaking students receive the majority of their subject-matter instruction in Spanish. The goals of the program are for students to develop the abilities to understand, speak, read and write in Spanish. In addition, students will learn all of the regular elementary subject matter and develop their English language competencies as well. Housed at Sunset Elementary, the program is open to all students residing within the school district.

GENERAL GOALS:

Based upon the experience of other similarly designed immersion programs, pupils who complete this immersion program from kindergarten through grade five should be able to:

- Understand, speak, read and write in Spanish about topics appropriate to their age level. Listening and reading competencies will most closely approximate native-like levels, speaking and writing competencies will be less so.

- On the average perform in English language arts and in subject content areas as well as their monolingual peers on standardized achievement tests administered in English.

- Acquire a greater knowledge, understanding and appreciation of other cultures.

- Achieve such proficiency in Spanish language and in English that they are able to continue their studies in both languages.

BASIC EDUCATIONAL ASSUMPTIONS:

The concept of a total immersion second language program is based on the following educational assumptions:

- Language learning should be started early, and to be meaningful it must involve the pupil in the use of the language for communicating in normal everyday situations and in subject content learning. Children learn the second language very much as they learn their first language.

- **It has been shown that there is a direct correlation between the amount of time spent using the second language and the level of fluency attained.** Therefore, the total immersion program provides maximum opportunities to learn the second language. Studies have shown that students in partial immersion programs who spend half the day in English do not obtain the same fluency in the second language as total immersion students and do not demonstrate increased achievement in English, even though they have spent more time in English instruction.

- In the past, too many elementary foreign language programs were unsuccessful because pupils were not given sufficient opportunity to hear the language and to use the language for communication. In order for language learning to be successful, children must see that the language can be used immediately in meaningful situations to convey wants, thoughts and feelings.

- The immersion program provides children with the opportunity to achieve functional proficiency in the second language by the time they complete the kindergarten through grade five sequence. This is a level of proficiency that cannot be attained in a regular elementary foreign language program.

- Being immersed in second language learning provides new and exciting opportunities for children to gain deeper insights into themselves and into other ways of thinking and expressing themselves.

- Results from existing immersion programs in the United States have consistently shown that, over time, immersion students scores are comparable to their non-immersion peers on tests of reading and math skills.

- Canadian and United States research has shown that most children in immersion programs do learn the second language and at the same time achieve skills in English reading and in subject content areas appropriate to their grade level.

HISTORY OF IMMERSION EDUCATION:

While it is a relatively new idea to North America, total immersion is the way that millions of children in the world learn second and even third languages. In Scandinavia, Switzerland, India, Singapore, Africa and South America, students attend schools in which the language of instruction is different from the home language. In countries with many local dialects, school is often the first encounter children have with the major language of their country.

In North America, English-speaking Canadian parents in St. Lambert, Quebec wanted their children to become truly bilingual. In 1963 they pioneered the first French immersion program in Canada. Today in Ottawa 25 per cent of the English-speaking kindergarteners enter classes in which only French is spoken. Over 200,000 children across Canada are now in French immersion programs which have been developed in every province.

In the United States a growing number of school districts have followed St. Lambert's lead. In Silver Spring, Maryland; Rochester, New York; and Hollistan, Massachusetts, hundreds of students are immersed in French. In California, Culver City, Hayward, San Diego and San Francisco have immersion programs in Spanish. Among the largest and most ambitious in the United States is Milwaukee, Wisconsin with over 1,000 children immersed in Spanish, French or German in what ultimately will become a K-12 program. San Francisco started a Chinese immersion program in 1984, and several school districts have recently implemented Japanese immersion programs. Growing interest in

immersion education is shown by the number of new immersion programs initiated each year.

HISTORY OF THE BELLEVUE SPANISH IMMERSION PROGRAM:

In 1983 the Foreign Language Study Committee, a committee of staff, parents and administrators, was convened by the Superintendent to study the district's entire foreign language program. Among the charges given to the committee was to consider at what levels foreign language education should be offered. As the committee reviewed the different approaches to foreign language education at the elementary level, it was intrigued with the concept of total immersion foreign language education that had been implemented in selected school districts throughout the United States. Among all of the options for foreign language education at the elementary level, it was an immersion program which, in comparison to other foreign language models, produced the highest degree of second language learning outcomes for participating students. It was also the most feasible financially in that an immersion program does not require additional staff because the foreign language component is delivered by the classroom teacher.

Upon recommendation from this committee, informational community meetings were held throughout the school district in the spring of 1985 to assess initial parent interest in developing such a program. Based upon the response to these meetings, a steering committee (members are identified on inside cover of this brochure) composed of parents, teachers and administrators was convened for the purpose of developing a specific program proposal for the Board of Directors. This committee reviewed much of the information available describing other immersion programs and in addition sent representatives to visit existing immersion programs in Vancouver, B.C.; Eugene, Oregon; and San Diego, California.

The proposal for the existing Spanish immersion program was unanimously approved by the Bellevue School District's Board of Directors on February 18, 1986. The program began in September 1986, with two kindergarten and two first-grade classes, using a "school-within-a-school" type of program, housed at Sunset Elementary. In 1991, the program was expanded to include middle school with the objective of completing the implementation phase with the addition of high school in September 1994.

INSTRUCTIONAL PROCESSES/GRADE LEVEL PROCEDURES:

Kindergarten (Half-day program):

From the first day, kindergarten students receive the majority of their instruction and classroom communication in the second language. Although the children are permitted to use English, the teacher uses only the second language in most situations. The goal is to accustom the students to the second language environment and to develop the kindergarten concepts needed to continue on to first grade.

At the kindergarten level, the curriculum includes the traditional kindergarten activities, as well as the development of listening comprehension and vocabulary in Spanish. Many visual aids and a great deal of body language are used to ensure understanding by the students. As the students develop

basic classroom vocabulary items and sentence patterns, they are encouraged to use these expressions in the second language.

After completing kindergarten, pupils should have acquired an extensive listening vocabulary and should be able to use short expressions and sentences in Spanish.

Grade One:

When the students enter the full day first grade program, they will soon be encouraged to use Spanish in the classroom. Teachers reward consistent use of the second language. This technique creates a strong second language environment within which students will develop second language reading skills. Pupils learn to read in the second language, developing many decoding and comprehension skills that will later transfer to English reading in second grade.

Students continue to receive all of their instruction in the second language for language arts, mathematics, science, social studies and health, as well as reading. Although they may receive some instruction in English through specialist teachers of art, music, physical education or the librarian, the greater part of their day is spent in Spanish. At this point, parents are advised that they should feel free to encourage any natural interest in reading expressed by their child, but that they should not try to formally teach English reading at home. When children do begin to read in English in the second grade, the many skills that transfer from Spanish generally enable the student to "catch up" in English reading within one or two years. These goals may require modifications for students who enter the program in the first grade.

Grade Two:

At the second grade level, English reading and language arts are introduced for approximately 150 minutes per week beginning in January. All other content instruction, including reading and language arts in the second language, continues to be taught in the immersion language. Thus, except for the period of direct English instruction and time spent with specialists, all classroom activities continue to be carried out in Spanish.

Grade Three:

Instruction in English increases to 300 minutes per week. Except for this direct English instruction time and time with specialists, classroom communication and instruction are carried out in Spanish. The student is expected to communicate orally in Spanish during the majority of class time. This expectation supports the success of the child's language acquisition.

Grades Four and Five:

At these grade levels, English instruction time continues to be approximately 300 minutes per week. This time allotment is a goal dependent on the amount of curriculum available in Spanish. All other classroom communication and instruction continue to be in the second language.

CURRICULUM:

The curriculum and student learning objectives are the same for pupils in this program as it is in all of the district's other schools. Within the classroom students study reading and language arts, mathematics, science, social studies, health, art, music and physical education in Spanish. Thus, pupils learn to understand, speak, read and write in Spanish as well as English.

PARENT INVOLVEMENT:

Experience has shown that parent involvement has been an important aspect of successful immersion programs. Parents will have many opportunities to become actively involved. Parent representatives will be asked to serve on the immersion program steering committee. Parents will also be encouraged to actively participate in the Parent-Teacher Association at the school site, and upon registration complete an informational form which specifically requests "visible involvement."

Parent orientation meetings will be an important part of assisting parents' understanding of the immersion program.

Parents can support their child's language instruction by enrolling in adult language classes offered by Bellevue Community College or the Eastside branch of the Language School. Though it is not an expectation of parents to assist in homework activities which require knowledge of Spanish, a rudimentary knowledge of the language is certainly helpful.

Parent/Staff Education Resource Centers:

A collection of research articles, books and tapes on immersion education is maintained for use by both staff and parents in the Sunset School Library. Contact the Sunset librarian for a specific listing.

STAFF:

Classroom teachers for the immersion program must meet all the qualifications required of staff in the district's regular elementary program. In addition, teachers selected for the immersion program must be able to demonstrate native or near native ability in the Spanish language and be committed to the concept of an immersion approach to foreign language education. Experience teaching in the language will be preferred.

Specialists serving in the areas of art, music, P.E. and library will continue teaching in English unless there are qualified staff holding these positions who wish to provide service in the immersion language. When openings occur in these areas, effort will be made to attract and select qualified bilingual specialists. Support services personnel will also continue to provide service in English. The counselor, nurse, school psychologist, reading specialist, L.A.P. instructors, and resource room teachers will continue to teach in English. If a student who is having academic difficulty is recommended for additional support in reading and math, these services may be provided in English.

Administrative support and supervision is provided by the on-site elementary principal.

Substitutes:

When situations arise that necessitate absence by the immersion teacher, effort is made to provide a qualified Spanish speaking substitute who is familiar with and understands the immersion program. Widely fluctuating demands for substitutes and the fact that most generally work for several districts prevent us from guaranteeing that a Spanish speaking substitute will always be available.

Site Location:

The Bellevue Spanish Immersion program is located at Sunset Elementary School, 3810 - 132nd Avenue SE, Bellevue. The immersion program is based on a "school within a school" concept existing on the same site as the regular education program currently housed there.

Visitations:

We encourage those who wish to visit the immersion program to contact Sunset Elementary to arrange an appointment. If your schedule prohibits you from visiting during a regular visitation time, please call the principal to arrange for a different date.

Student Responsibility Policy:

All Spanish Immersion Program students will be expected to abide by the expectations set forth in Sunset's student responsibility policy. Sunset's goal is to make our school the best possible place for living and learning together. With this in mind, we have five basic rules in our school...

1. Respect ourselves and other people
2. Respect school boundary and safety rules
3. Take responsibility for what we do with or without supervision
4. Behave appropriately in group situations
5. Respect personal/school property

Each year this policy is reviewed by the staff, and strategies are developed to help students develop appropriate behaviors.

Evaluation:

Students will participate in all the Bellevue Public School's standardized testing programs that are appropriate to their grade level. Immersion students will receive evaluation in all subject areas as do all Bellevue students, in addition to being evaluated on their second language performance. Pupil progress reports will be issued three times each year.

Transportation:

Transportation will be provided under provisions of the district's open enrollment policy as follows for those who apply by June 1:

Kindergarten Students:

AM session: Transportation provided from neighborhood bus stop to the school; return transportation provided to childcare centers and homes that are within Sunset attendance area.

PM session: Transportation provided from homes and childcare centers within Sunset attendance area; return transportation will be provided to neighborhood bus stop.

First and Second Grade Students:

Roundtrip transportation will be provided from the neighborhood bus stop.

For those who apply after June 1, transportation will be provided only from the point of existing bus routes.

It should be recognized that renewal of open enrollment busing support is reviewed on a yearly basis and that the district does not provide busing for optional programs per se, but instead to certain designated open enrollment elementary schools, one of which is Sunset for the 1988-89 school year.

Pupil Enrollment:

Enrollment will be open to any child eligible within the Bellevue School District. Pupils may begin enrolling the first day of school following Winter Break, to participate in a lottery-selection process. If, on May 1, the number of applicants exceeds the number of available slots, a lottery will be conducted. All applicants will be notified of their status by one week following the lottery. Parents will have to make a decision at the time of the phone call as to whether they will accept enrollment. A waiting list based on the lottery draw will be established on May 7. All new applicants enrolled after May 7 will be added to the waiting list on a first-come basis. The only exceptions to this policy are the siblings of children currently or previously enrolled in the program. Sibling enrollment should be arranged by February 1 of the previous school year to assure enrollment on this basis.

No attempt will be made to pre-select or screen children for the program on the basis of IQ or other variables. However, since this program relies on a student's auditory ability, parents whose children have experienced auditory problems or other language delays should seriously consider if this is the appropriate program for their child. If you have a concern over the appropriateness of this program for your child, please contact the school counselor or principal at 455-6293.

The Spanish Immersion program is not intended as a bilingual program and English-As-Second-Language (E.S.L.) services are not provided to Immersion students.

Students may enter the immersion program in kindergarten or first grade. Students will generally not be admitted after January 1 of first grade due to the advanced language level of the other students. However, if a student has sufficient background in the Spanish language, an exception may be made following evaluation by one of the immersion teaching staff.

"Out-of-district" applicants are welcome to enroll but will be placed on a waiting list status on a first-come basis until after the last day of the school year. A yearly district tuition is charged for out-of-district students. For specific information on tuition charges and out-of-district application procedures, contact the Management Support Services Department, at 455-6124.

GUIDELINES FOR IMMERSION PARENTS

(Information in this section is partially based on material from Canadian Parents for French and material provided by Helena A. Curtain, Foreign Language Specialist, Milwaukee Public Schools.)

An important key to the success of children in immersion programs is a positive attitude in the home toward the language and the program. Hopefully, the following information will help enhance this success.

QUESTIONS FREQUENTLY ASKED

Is immersion the right choice?

One of the first questions often asked by parents is, "Is this the right choice for my child?" When trying to answer that question, it is important to remember the opportunities that you are offering your child by exposing him or her to another language and culture. Through the immersion program your child will be provided with the opportunity to become and develop the ability to communicate freely with persons who speak the immersion language. Being bilingual may enhance your child's opportunities in the job market and make it easier to learn yet a third language. Taking part in the immersion program can be an exciting and stimulating experience for your child. Parents need to consider their personal commitment to bilinguality.

It is important for parents to enter initial enrollment with the understanding that they are enrolling in a kindergarten through grade 5 program. It is not in the best interest of the child or the program for students to be enrolled for a one or two year "interesting experience." The success of immersion education is best validated by sustained continuity and intensive experience in Spanish.

Does it matter if no one at home speaks Spanish?

The program was designed primarily for children of families who do not speak the second language. Teachers are aware of this when they send home notices or assign homework. Report cards are issued in English.

Will the immersion students follow the same curriculum as the students in the regular English program?

The curriculum in immersion programs is the same as the curriculum in English-only programs. Students receive equivalent instruction in the basic subjects: mathematics, reading, language arts, science, music, etc.

Are students in immersion programs screened?

As in most immersion programs, at the entry level there is no screening process. If you have reason to be concerned about your child's readiness for school please contact the Sunset School counselor or principal at 455-6293.

The Immersion program has unique aspects which may extend the process of identifying a student's learning disability. Immersion students must be assessed academically in both Spanish and English. The most appropriate time

to show an academic delay is after one to two years of reading instruction. Since children begin Spanish reading in first grade, the optimal time for the school's multidisciplinary or guidance team to evaluate a child is at the beginning of second grade.

Depending on the nature of the difficulty, the school personnel may recommend to the parents that the student be enrolled in the regular program. Before making such a recommendation, the support staff will consider, on a case-by-case basis, the child's feelings about the program, how the student has been able to learn the oral language and the parent's commitment to the program. As children have shown to generalize their learning across languages, a return to the regular program, if needed, would not mean the student would be far behind his or her classmates.

What about the first days in an immersion program?

For students beginning school, the only difference between the immersion class and the non-immersion class is that the teacher is constantly using Spanish. The children are made to feel secure right from the start, and after a few days they do not focus on the fact that the teacher is speaking primarily in Spanish.

What about reading in English?

Your child will transfer reading skills to English once they have learned to read in Spanish. We ask that parents not attempt to formally teach their children to read in English. If a child is ready to read in English on his or her own, encourage this at home and deal with it in a relaxed and enjoyable manner. Nevertheless, it is very important that you read daily with your child.

What will happen to children's skills in English?

Although there usually are lags in English language arts for the first few years of the program, experience has shown that children tend to make up these lags after formal English instruction is introduced. By the end of the elementary grades, immersion students generally perform as well or better on standardized tests of measured English skills than children in the non-immersion program.

How can parents help?

Encourage your child by telling him/her how proud you are that he/she is learning a second language.

Do not feel discouraged if, at the beginning, your child cries or seems nervous about this new experience. Some students may experience some stress initially as this can be an overwhelming, albeit exciting program. Parents need to be supportive and understanding of both their child and the teacher during the initial stages. Your child will need some time to adjust to this new challenge. However, if this anxiety continues beyond the first two months, please discuss it with the teacher. By the beginning of October every child should be over the initial adjustment and be looking forward to going to school.

When your child gets home, do not be upset if he or she does not feel like telling all about the day at school. Children take the routines of school for granted and often are in need of a change of subject once they get home.

Do not expect your child to start speaking the second language after the first few days, and do not try to force him or her to do so. Your child will start to use the second language on his or her own at his or her own individual pace.

Become acquainted with your child's teacher and program through attending Back-To-School Night and becoming involved in some of the class activities. The teacher will certainly appreciate your assistance and your interest in the class.

Be actively involved in your child's school.

Keep informed on immersion education.

Encourage but do not force your child to speak the second language at home.

Do not attempt to correct your child if you are uncertain of the correct expression or pronunciation. Give your child the benefit of the doubt.

Do not ask your child to translate. This requires skills not focused on in the Immersion program.

Do not give in to the temptation to compare your child's progress to that of the neighbor children. No two teachers and no two students work at the same rate.

Teach your child the songs and nursery rhymes that are part of his or her own heritage. Read stories to your child in English because English stories will not be heard at school in the beginning years of the immersion program.

Take advantage of any opportunities to expose your child to the immersion language and culture(s) outside of the school setting.

Let your child know that you are pleased with his/her progress.

The following summary is an excerpt from the Milwaukee Public School Immersion Teachers Guide.

IMMERSION PROGRAM RESEARCH

Fear that students will not achieve well in the basics and will fall behind the traditional English-only classes has been the concern of teachers and administrators in both Canadian and American school districts. In research coming from immersion programs in Canada, study after study, and year after year, the positive effects of the immersion approach have been well described and well documented since the original St. Lambert study (Lambert and Tucker, 1972). Students acquire remarkable proficiency in the second language as

compared to students in traditional second language programs. They also show equal or superior performance to their monolingual English-speaking peers in measures of subject-content mastery in mathematics, science and social studies. It is interesting to note that the tests of cognitive abilities and subject content achievement were administered in English even though the students were being taught through the second language. Results from research show that immersion students "develop more friendly and open attitudes toward French-Canadians" (Lambert, 1984). Also discussed are other positive benefits of immersion and the effectiveness of immersion education for children with below average IQ or with language learning difficulties.

Effects on English Skills:

Research results (Swain 1979, 1981, 1984) show that students in early immersion programs perform as well as or out-perform, their English-educated peers on tests of achievement in English. Immersion students are initially behind in their English skills but catch up within a year after the English component is introduced into the curriculum. Students develop literacy skills in the second language, which are transferred to the first language. One exception to the initial poorer performance of the immersion students before the formal introduction of English is that they were found to be more sensitive to the needs of the listener in their oral communication skills (Genesee, Lambert and Tucker, 1975).

Effects on Second Language Skills:

Merrill Swain (1979) has described the effects of immersion programs on the second language skills of students:

> The results reveal consistently superior performance in French skills as compared to students who have had a traditional program of French instruction. The results also show that the immersion students score as well on French proficiency instruments as 30% of the native-speaking students. After six or seven years in an immersion program, student performance in the areas of listening and reading approaches native-like levels; whereas in the areas of speaking and writing, many differences between immersion and Francophone students still remain.

Even though the children in the immersion programs develop a functional proficiency far beyond anything that can be accomplished in a traditional-type foreign language program, and become functionally bilingual and literate in two languages, their second language skills are not native-like with respect to all characteristics of vocabulary and grammar. Swain (1981) summarized the distinction: "This does not mean that the children were unable to say what they wanted to do, but they used numerous strategies or techniques to say what they did not have the grammatical means to say."

Some of the reasons to account for the difference between the speech of the immersion students and their native-speaking peers may be explained by the lack of interaction among immersion students and native speakers and the fact that usually the only native-speaker model that the students have available to them is their classroom teacher. Otherwise the only spoken second language they hear is that of their non-native-speaking classmates. This implies that

further development of their second language skills is dependent on interaction with native speakers of the language, either in or out of school. If the immersion students were put in a situation where they were given a need to modify their language, these children should be able to move quickly and efficiently toward more native-like speech. Immersion students have consistently demonstrated this ability as they have traveled or found themselves in contact with native speakers. Another point to consider is the amount of contact hours a native speaker would have with the language by the end of the sixth grade and the number of contact hours that are possible in an immersion program.

Effects on the Learning of Subject Content Material:

Immersion students do very well in academic achievement in science, mathematics and social studies and have, over the years, consistently demonstrated comparable or better performance than students who are taught in an English-only program (Swain, 1984).

Achievement in Immersion Programs as Related to IQ and Learning Disabilities:

A view held by many is that immersion education is only for children of above-average intelligence. If this were true, it would be expected that above-average students would have higher scores in tests of second language proficiency than below-average students, given the usual relationship between IQ and academic achievement. On tests of literacy related skills (Swain, 1985; Genesee, 1976) the above-average students found that above- or below-average IQ made no difference at all in their performance of inter-personal communication skills. The below-average students understood as much spoken French as did the above-average students, and they were rated as highly as the above-average students on all measures or oral production.

Benefits of Early Immersion:

One of the most obvious benefits to early immersion education is the long sequence of time which it allows for the student to achieve proficiency in the second language, and the fact that it prepares the students to survive communicatively in a native-speaking environment with the expectation that the student's speech will become more and more native-like. Early immersion makes bilingualism possible for the largest number of students because functional proficiency in the second language at that level is not necessarily tied to literacy skills.

Since early immersion develops proficiency in the second language very quickly, it is possible for the children to acquire the fluency needed to deal with subject content areas without any difficulty. This is not the case in partial or late immersion programs where the level of vocabulary required in a subject content course may be beyond the language ability of the students. In early immersion, much less time is required than is required in partial immersion programs to develop the equivalent results on tests of achievement in English.

A final point in favor of early immersion programs which should not be discounted is the apparent enthusiasm and aptitude which young children demonstrate for language learning. Swain (1979) characterizes this as

"feelings of ease, comfort and naturalness in using the second language." In contrast, older students may have had experience or formed negative attitudes that may jeopardize second language learning (Genesee, 1984). Since early immersion programs are an integral part of the elementary school day, they do not compete with other activities for prominence.

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SPANISH IMMERSION PROGRAM
- PARENT RESOURCES-

The following is a resource list for parents of children in the Spanish Immersion Program.

Books:

Bookstores: Most bookstores are happy to order children books in Spanish. The following bookstores tend to keep a good stock of children's books in Spanish in stock.

1. Walden Books - (Overlake Plaza)
   2188 - 148th Avenue NE
   Redmond, WA 98052 phone: 644-7666

2. University Bookstore - (North of Bellevue Square)
   990 - 102nd Avenue NE
   Bellevue, WA 98004 phone: 646-3300

Libraries:

1. Newport Way Library - (King County)
   14250 SE Newport Way

   Due to their proximity to Sunset this library has been working to increase their collection of children's books in Spanish - your use and requests will encourage them to continue to expand this section. Spanish children's collection is incorporated into foreign language section on west wall of children's section. Look for blue dot on the spine.

   Children's Librarian: Linda Ernst
   phone: 747-2390

2. Sunset Library

   Spanish Childrens Collection - book collection located on NW wall of the library identified by blue dot on the spine. The audio/visual collection is located in the bookshelf unit perpendicular to the book collection. Feel free to visit and check books and tapes out for your children to read and listen to at home. Parents can help by encouraging sharing of Spanish books at home with rest of the family.

   Parent Resource Collection - The Spanish section includes a variety of articles on immersion programs/research, program design, etc. The English section includes a wide variety of books of interest to parents on topics ranging from discipline to single parenting.

Parent Education:

Bellevue Community College offers a Spanish class each quarter during the school year specifically for parents in the Spanish Immersion Program. Class meets Thursday evenings at B.C.C. (Robinswood Site). The instructor is Toni Carter. For more information contact Bellevue Community College.